A STUDY OF DIGITAL COMPETENCE AMONG (B.Ed) STUDENT-TEACHERS IN RESPECT OF CURIOSITY, SELF-MONITORING AND PERFECTIONISM

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A Study of Digital competences among (B.Ed) Student – teachers in respect of Curiosity, Self-Monitoring and Perfectionism .

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Introduction

Today we are all living in the 21st century and we are well aware that the race for Digital Competence is taking place in the world. Whichever country is ahead in Digital Competence is counted in the category of top countries. Therefore, looking at this scenario of the world, it is necessary to know if Digital Competence in India is high, our country will also be able to come in the category of top countries of the world. Education is the biggest and most important sector where digital competence is required at the upmost priority. Therefore, it is very important to have digital competence at the higher level of education. However, after Corona 2019 pandemic, India has not also lagged behind in Digital Competence. CORONA pandemic made all stake holders competent enough to know about silver screen and use it judiciously for teaching, learning and evaluation.

As we know, teachers are the facilitators of the thinking and learning of the students. In order to keep pace with the world, teachers should develop those skills

in the students, which they will need in future and by getting these skills students can participate successfully in the global economy. One of the key skills of the 21st century that drives learning is Digital Competence.

One who uses technology to gain maximum knowledge to achieve success in today's era and to keep pace with the world pace, is considered to be successful. Teachers can take advantage of technology to create the necessary, attractive environment to meet the emerging educational needs of this 21st century generation. By using technology effectively and efficiently, learning achievement of the students can be increased.

In the digital age, human skills such as curiosity, cultural intelligence, etc., will determine knowledge and intelligence. Curiosity is the power given to man by The God, which makes the human mind more receptive to learning, along with curiosity motivates the students to learn and helps in learning knowledge more effectively. Curious students not only ask questions but actively solve problems and find answers.

This improves knowledge retention because they are not being forced to master a new task or skill. They also associate with the online training experience with favourable feelings, as they are participating of their own free will, which further improves understanding and retention. Why informal learning experiences through online mode are so effective. It is a matter of curiosity. In this way, curiosity in the classroom creates a learning culture that thrives at the intersection of students and teacher. Therefore, it has become necessary to train our student- teachers in Digital Competence.

Student-teachers should also be educated on self-monitoring, taking a critical look at what they are doing and checking whether they are engaging in appropriate

behaviour at a particular time. These student-teachers should be trained to improve their own management skills. They should be given awareness of a menu of rewards to choose and some reinforcers to keep them on track. Student-teachers must check their own standards to manage perfectionism. The quest for perfection can be achieved by "making a checklist" for each task these student-teachers undertake. They should create more realistic personal goals and expectations to have more balanced life style.

Student - Teachers need to create, develope and learn different types of series and appropriate use based on the needs of the time in the field of digital competence. Student - teachers should also acquire knowledge about digital content creation , online safety, Data Collection, Information Technology, communication skill and acquire the habit to solve the problems.

Student-teachers must be trained to identify, store, trace, retrieve, and analyse digital information if they do not wish to lag behind in the progressive race.

In today's scenario, keeping in mind the importance of digital knowledge and comprehension, the researcher has expressed the need to find out, how is the degree of digital competence among the student-teachers. In this research proposal, the researcher will try to find out the curiosity about the skill enhancement towards Digital competence, self-monitoring and their perfectionism on Digital Competence. The researcher felt the need to study the following variables and their impact on how digitally competent they are in their functioning.

- **Digital Competence:** Digital Competence skills aware the students to appropriate use of technology in the field of education as per the need of the time . It is a set of appropriate knowledge and attitudes towards technology

that enable the appropriate use, knowledge, confidence and creativity of various systems.

- **Curiosity:** Curiosity is heavily associated with all aspects of human development, in which derives the process of learning and desire to acquire knowledge and skill.

The term curiosity can also be used to denote the behaviour or emotion of being curious, in regard to the desire to gain knowledge or information

- **Self-monitoring:** Self-monitoring refers to a strategy that teaches students to self-evaluate their behavior and record results. Self-monitoring is not capable of creating new knowledge skills . It increases or decreases the intensity, frequency, or duration of existing behaviors.
- **Perfectionism:**

  .psychology as an important personality trait. Perfectionism is best

  conceptualized as a multi-layered and multidimensional personality trait. Through a perfectionist approach, one learns to control stress, anxiety and nervousness.

  Perfectionism is a quality acquired by nature that is seen as a positive characteristic of human beings. It boosts human chances to achieve success. But it can also support self-defeating thoughts or behaviors that make it difficult to achieve goals.

  Perfectionism is defined as the need to appear perfect in any task. It is usually seen as a positive trait rather than a flaw. Humans may use the term "Healthy perfectionism" to describe or justify perfectionistic traits or behavior.

Recent data complied by British psychologist - Thomas Curran and Andrew Hill suggests that perfectionist tendencies are on the rise among recent generations of young people.

- Hypothesis will be used to know the digital Competence of B.Ed Student –teachers in respect of curiosity, self-monitoring and perfectionism .
- The t-test will be used to find out the difference between curiosity, self-monitoring and perfectionism to determine the student-teachers' digital ability.

STATEMENT OF THE PROBLEM

From the above concepts, the researcher felt that today the whole world is moving towards digitization and making itself prosperous. In this era of technological explosion and digitization, B.Ed education in India is constantly moving towards digital education. The digital explosion has completely changed the teaching-learning scenario of India as well as the world. There is a need to change the mind-set and skills of students and teachers to take digitization to the highest peak in India. Higher education needs to acquire sufficient digital capability to meet new challenges and solve education related problems. Therefore, it has become necessity to train student-teachers in digital literacy and competence.

Seeing the importance and necessity of digital competence, the researcher put forward a study on the digital competence of student-teachers. In this study, various factors will be responsible for the development of digital competencies among student-teachers such as curiosity, self-monitoring and perfectionism.

Hence, the researcher defined the problem as:

A Study of Digital competences among (B.Ed) Student – teachers in respect of Curiosity, Self-Monitoring and Perfectionism .

Description of Concepts / Variables

Digital Competence

Digital Competence refers to "acquiring knowledge, skills, attitudes (thus including abilities, strategies, values and awareness), using ICT. In this study,

Curiosity:

Curiosity is the name of that desire By which a person expresses his desire to know and understand new things. Curiosity refers to a state of desire to obtain information about facts related to knowledge and learning.

It is necessary to have an inquisitive attitude to understand and learn any work, in the absence of this the knowledge learned is never permanent ,so it is very important to have the quality of inquisitive attitude in students to get permanent knowledge.

Curiosity is the first medium to know, understand, feel and acquire new things, without Curiosity knowledge can never be permanent. It determines how the work is being done. Curiosity refers to the desire to learn information, knowledge and facts in depth Curiosity is an important quality of talent obtained from nature, in the absence of which it is not possible to learn by understanding facts.

Self – Monitoring

Self-monitoring refers to the personality trait that enables an individual to consciously pay attention to a social situation. Through this, the student-teacher can change the behavior by correcting any situation.

Perfectionism

psychology as an important personality trait. Perfectionism is best conceptualized as a multi-layered and multidimensional personality trait. Through a perfectionist approach, one learns to control stress, anxiety and nervousness.

Perfectionism is a quality acquired by nature that is seen as a positive characteristic of human beings. It boosts human chances to achieve success.

OBJECTIVES OF THE STUDY

The following objectives have been setup in the present study:

- To study the curiosity level of male and female B.Ed student- teachers
- To study the Self-Monitoring level of male and female B.Ed student-teachers
- To study the Perfectionism level of male and female B.Ed student- teachers
- To study the Digital Competence level of male and female B.Ed student-teachers
- To study the digital competence of male and female B.Ed students with high curiosity level.
- To study the digital competence of male and female B.Ed students with low curiosity level.
- To study the digital competence of male and female B.Ed students with high self- monitoring level.
- To study the digital competence of male and female B.Ed students with low self- monitoring level.

- To study the digital competence of male and female B.Ed students with high Perfectionism level.
- To study the digital competence of male and female B.Ed students with low Perfectionism level.
- To study the relation between Curiosity and Digital Competence.
- To study the relation between Self-Monitoring and Digital Competence.
- To study the relation between Perfectionism and Digital Competence.

HYPOTHESES OF THE STUDY

The following hypotheses have been formulated in the present study:

- There is no significant difference between the digital competence of male and female B.Ed students with high curiosity level.
- There is no significant difference between the digital competence of male and female B.Ed students with low curiosity level.
- There is no significant difference between the digital competence of male and female B.Ed students with high self- monitoring level.
- There is no significant difference between the digital competence of male and female B.Ed students with low self- monitoring level.
- There is no significant difference between the digital competence of male and female B.Ed students with high Perfectionism level.
- There is no significant difference between the digital competence of male and female B.Ed students with low Perfectionism level.
- There is no significant difference between curiosity and digital Competence.
- There is no significant difference between the Self-Monitoring and Digital Competence.
- There is no significant difference between the Perfectionism and Digital Competence.

NEED AND SIGNIFICANCE OF THE STUDY

Information and communication technology has great importance and utility in the field of education. It has created a revolution in the field of education. Technology has particularly influenced the whole teaching process. The important contribution of education technology is that the principles of teaching have been rendered by it. Earlier the principles of learning were considered very important but these principles could not solve the problems of education. Apart from this, with the help of technology, teaching skills have been harnessed and made them digitally competent. This will enhance the curricular aspects of Teacher Training Institutes to enable their student-teachers to be Digitally Competent, curious, enable these student teachers to self monitor themselves. The process of teaching can be made more effective and meaningful. These trained student-teachers will make 21st century students capable of leaning digitally and connecting digitally with the entire world.

REVIEW OF RELATED LITERATURE

STUDIES RELATED TO DIGITAL COMPETENCE

- **European Commission (2006)** elaborated the definition of Digital Competence
- The meaning and definitions of digital capability have been described in detail. Possibilities of technical skill development have been shown to use digital capability for technical and professional development of teachersAllows you to develop digital competence and skills to work with

modern information, communication, computer, technology, competition and databases and make your dreams come true.

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- Objective:
- It is important for education veterans to have the ability to find, collect and process information. Systematically keeping facts and information through technology, receiving
- as well as the skills to use media design tools and the ability to find, access and use Internet-based services

Lopez Meneses et al., (2020) analysed the basic Digital Competence of 1,073 students.

Students in one Italian and two Spanish universities by the 2.1 model proposed by Dig Com in communication, collaboration and digital content creation Under the obtained facts of information and data literacy, the results showed that higher education students have digital literacy, information, High in communication and collaborationHad an intermediate level of competence, but a lower intermediate level in terms of digital content creatio

Rahardjo et al., (2016)

Told that distance education students who live in remote and rural areas Still not able to take better advantage of digital medium.

Their learning process and results showed that with limited internet facilities, limited knowledge and students' willingness to use the internet is still low.

Mustafina (2016) studied teachers' attitudes toward technology integration in a Kazakhstani secondary school and reported that teachers have positive attitudes toward information Technology and the ICT usage in classroom.

STUDIES RELATED TO CURIOSITY

Ben-Zur & Zeidner (1988) revealed that there was a modest gender-group differences in favour of males among Israeli college students.

Spielberger et al., (1979) found that gender differences among college students on Curiosity were minimal and non-significant.

Wallace et al., (1966) analysed the curiosity of female students and found that neither the mothers nor the fathers of women with high and low curiosity differed significantly in their attitudes in these areas. However, the findings showed that both the mother and father of men with high and low curiosity were important.

Sarla Devi and Shalini (2013) carried out a study on the level of Curiosity among 120 primary level children studying in different medium schools in Lucknow. The research findings revealed that 95 percent respondents studying in English medium and 85 percent respondents studying in Hindi medium had high Curiosity level.

Thoman, Sansone and Pasupathi (2007) He has been found in his research that the curiosity of any person is more strong when he communicates with others about such a subject in which he is interested .

Anita (1972) conducted a research to find the effect of stimulus complexity on the Curiosity behaviour of female learners of Baroda city. The study concluded that the degree of Curiosity drive varies with the variations in the level of complexity. Curiosity drive tends to decrease if the stimuli were too complex and confusing. In educational situations other things being equal, complexity of the task was a far better tool than easy and familiar task to motivate learners to work and to make them curious for knowledge.

STUDIES RELATED TO SELF-MONITORING

Yardelen et al., (2016) examined the longitudinal association between anxiety with respect to graduate students' procrastination, self-efficacy, and self-regulation. the results showed that procrastination increased significantly at the beginning of the semester, while academic anxiety decreased at the end of the semester, furthermore, at the start of the semester, higher levels of anxiety and procrastination were significantly related to lower levels of self-regulation and self-efficacy..

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Chang (2007) investigated the impact of college students' Self-Monitoring in digital learning environment of Freshmen English Course. The study revealed that students' Self-Monitoring process had a significant effect on

students' academic performance and on their intrinsic motivation. The study revealed that the impact of Self-Monitoring was higher on the lower English level students than on the higher English level students in digital teaching environment.

Keller, Brady & Taylor (2005) indicated in their study that the process of self-evaluation of teaching requires teachers to reflect on the effectiveness of their instructional delivery with the aim of informing areas of improvement in teaching skills. Self-reflection and self-evaluation on their successes and failures after the student teacher teaches the lesson will help in making the necessary changes in subsequent instruction.

Nelson & Narens (1990) explained that an individual can move from objectlevel (actual knowledge and skills) to meta-level (a person's insight into the objectlevel) in a learning task by Self-Monitoring and self-regulation processes.

STUDIES RELATED TO PERFECTIONISM

Gordon et al., (2020) compared the relationship between perfectionism and dispositional mindfulness in two empirical research including university students. The results of the investigations only showed that aspects of perfectionist self-

presentation and socially dictated perfectionism are both related to low mindfulness. Moreover, depression and its interpersonal aspects were associated through the mediation of mindfulness.

Diaz (2018) studied the relationship between performance anxiety, perfectionism, and mindfulness in 255 college-level musicians. According to the study, self-centered perfectionism and mindfulness have a modest negative relationship, whereas socially dictated perfectionism and mindfulness have a stronger negative relationship. Lower levels of mindfulness and higher levels of self-oriented and socially mandated perfectionism were found to be substantially correlated with performance anxiety.

METHODOLOGY OF THE STUDY

In the present study, the researcher will adopt Normative Survey Research/ Quasi Experimental Research method in view of realizing the objectives of the study.

POPULATION AND SAMPLING

Student-teachers studying in Government/ Aided Teacher Training Institutes and Self Financing Teacher training institutes will constitute the population of the study. Teacher training institutes will be selected through Simple Random Sampling Technique. Clusters of Student-teachers will be selected by using Cluster Sampling Technique.

Variables and concepts :

Two types of variables will have been selected in this research proposal.

- **Independent variables**
- **Dependent Variable**

Independent variables:

- Curiosity
- Self-Monitoring
- Perfectionism

Dependent Variable

- Digital Competence

TOOLS TO BE USED IN THE STUDY

To collect the pertinent data for the study, the investigator may use the following research tools as per their availability:

A) 'Curiosity and Exploration Inventory', prepared by Kashdan,T.B., Rose.P. &Fincham (2004)

B) 'Self-Monitoring Scale', devised by Amit Abraham and Priyanka Neeta (2013)

C) "Multidimensional Perfectionism Scale', prepared by Hewitt, P.L. &Flett, G.L., (1990)

D) "Digital Competence Questionnaire', constructed and validated by J.Gemima, Devasahayam Selvakumar, S, (2019)

STATICAL TECHNIQUES

- T-test will be used to find out the difference between students' Curiosity, Self-monitoring and Perfectionism on Digital Competence among Student Teachers .
- Correlation test will be used to find out the relation between student ' Curiosity, Self-Monitoring and Perfectionism on Digital Competence among student-teachers.

DELIMITATIONS OF THE STUDY

For the smooth conduction of the research work and due to limitation of time, energy and resources, the study will be delimited as:

- Only Meerut District Teacher Training Institutes will be taken for the study.
- Only B.Ed. II year students will be taken for the study.

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